# Unit Plan Template

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| **Unit Author** | | | | | | | |
| First and Last Name | | | | | Mandy Segura | | |
| School District | | | | | Jeff Davis Parish | | |
| School Name | | | | | Ward Elementary | | |
| School City, State | | | | | Jennings, LA 70546 | | |
| **Unit Overview** | | | | | | | |
| **Unit Title** | | | | | | | |
| Responsibility | | | | | | | |
| **Unit Summary** | | | | | | | |
| Students may hear the words ***show more responsibility*** often, but do they understand what the words really mean? The selections and instruction in this unit plan will answer the questions What is responsibility? And What can we do to show that we are responsible? Students acquire an understanding of what responsibility is as they observe the actions of people around them. This unit is intended to contribute to students’ understanding of responsibility through reading, writing, and discussing what it is and why it is important. Thinking tools such as Seeing Reason will be integrated into this plan. Students will be able to see the reasoning behind the importance of being responsible. Once this unit is complete, students will be able to answer our curriculum framing questions and they will be able to justify why this topic is so important. | | | | | | | |
| **Subject Area** | | | | | | | |
| Reading and Language Arts | | | | | | | |
| **Grade Level** | | | | | | | |
| 1 | | | | | | | |
| **Approximate Time Needed** | | | | | | | |
| 3 weeks (15 lessons) | | | | | | | |
| **Unit Foundation** | | | | | | | |
| **Habits of Learning Taxonomy**   |  |  |  | | --- | --- | --- | | Bloom’s Revised Taxonomy | Marzanos | Costa and Kallicks | | * Remembering – Recognizing, listing, describing, Identifying, retrieving, naming, locating, finding * Understanding- Interpreting, Summarizing, inferring, paraphrasing, classifying, comparing, explaining, exemplifying | * Aquire and integrate knowledge * Use knowledge meaningfully | * Gather data through all senses * Listening with understanding and empathy * Thinking flexibly * Questioning and posing problems * Applying past knowledge to new situations | | | | | | | | |
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| **Student Objectives/Learning Outcomes** | | | | | | |
| 17. Identify themes in texts and relate themes to personal prior experience or experience of others (ELA-1-E6)  25. Apply basic reasoning skills, including: identifying simple causes and effects in stories; telling differences between reality and fantasy in texts; formulating questions beginning with who, what, when, where, and why about texts read independently (ELA-7-E4)  25c. Apply basic reasoning skills by formulating questions beginning with who, what, when, where, and why about texts read independently (ELA-7-E4)  26. Write simple stories with a central idea or event; a beginning, middle, and end; and details (ELA-2-E1)  27. Use specific action and descriptive words when writing a story, description, or narration (e.g., stomped instead of walked and magnificent instead of big) for a specific purpose and/or audience (ELA-2-E2)  28. Participate in group writing activities and processes, including: using prewriting strategies, including listing, brainstorming, and drawing to generate ideas for writing; planning for writing by completing a partially completed graphic organizer; writing a first draft of a story, letter, or description using complete sentences; conferencing with a teacher or peers about how to improve writing and incorporate ideas into final paper; revising/editing own writing in first draft; creating individual and class-written texts for publication (ELA-2-E3)  29. Independently write a variety of grade-appropriate compositions, including: simple letters, notes, and stories; simple informational descriptions; simple rhymes and poems (ELA-2-E4)  31. Write for various purposes, including: responses that include simple judgments about stories and texts; responses that follow simple formats, including envelopes, lists, and journals (ELA-2-E6)  33b. Use standard English punctuation, including periods, exclamation points, and question marks at the end of sentences (ELA-3-E2)  16. Identify school rules and the persons responsible for making and enforcing them (C-1A-E1)  20. Propose rules and consequences for a given situation and explain why the rules would be important (C-1A-E7)  21. Discuss the importance of sharing responsibilities at home, class, and school (C-1B-E2)  22. Define the meaning of the term classroom citizen (C-1D-E1) | | | | | | |
| **Curriculum-Framing Questions** | | | | | | |
|  | | **Essential Question** | | Big Idea: How can we show that we are responsible? | | |
|  | | **Unit Questions** | | Each week students will gain a better understanding of responsibility as they progress through the unit inquiry. After discussing the big idea question, I will ask students the following questions as a starting point for inquiry:   * What do you think the word responsibility means? * How do you show responsibility every day? * Why is it important to be a responsible person? | | |
|  | | **Content Questions** | | In our unit introduction story **Manana Iguana** students answer the question: How do the animals show they are responsible?  In our Big Book Read Alouds, students will answer the following questions:   * What does it mean to be responsible? * Why is it important to be responsible? * What does it mean to be responsible for someone’s pet? * Why is it important to keep your room clean? * How can you take care of the environment? * What do you do when you get up in the morning? | | |
| **Assessment Plan** | | | | | | |
| **Assessment Timeline** | | | | | | |
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| **Assessment Summary** | | | | | | |
| Assessments for this unit will be in the form of writing assignments, weekly tests, group presentations and lists. During the writing process, students will fill out their graphic organizer and then they will meet with me and I will monitor their progress. After we have the conference and I provide feedback, students will complete their rough and final drafts. They will be graded with a rubric. During our unit celebration, we will use the Seeing Reason Tool as a Review. Students will then present their group presentations on Responsibility. | | | | | | |
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| **Seeing Reason Elements** (Complete this section if this tool will be used in the unit) | | | | | | |
| **Seeing Reason Project Name** | | | | | | |
| Responsibility | | | | | | |
| **Project Description** (For the *Seeing Reason* workspace) | | | | | | |
| In this three week unit, students will gain a better understanding of the word Responsibility. They will learn different ways they can be responsible students, responsible citizens, and responsible children at home. The stories in this unit will teach them how they can be responsible to themselves, their peers, their parents, teachers, and the environment. Students will use the Seeing Reason Tool at the beginning and end of our unit to help them answer our unit questions. | | | | | | |
| **Research Question** (For the *Seeing Reason* workspace) | | | | | | |
| How can you be responsible? | | | | | | |
| **Practice Map** (For your future quick reference) | | | | | | |
| Practice Team ID: gators | | | | | | Password: gators |
| untitled1 | | | | | | |
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| **Unit Details** | | | | | | |
| **Prerequisite Skills** | | | | | | |
| Students should have some prior knowledge of ways they can be responsible (chores at home, not littering, being honest). | | | | | | |
| **Instructional Procedures** | | | | | | |
| Over this three week period, students will investigate the meaning of the word responsibility. At the end of the unit, they will present the results of their investigations. Using the concept/question board as a tool, students will explore concepts and develop inquiry questions. Resources and questions from the classroom as well as from home can be posted on the concept/question board to learn more about the theme. Each week students will gain a better understanding of responsibility as they progress through the unit inquiry. Students will visit our Inquiry and Concept/Question Station twice a week where they will be able to post and answer questions asked by their classmates. Students will work collaboratively together to come up with 5 ways they can be responsible about our environment. Presentations will be held during our Unit Celebration. Students will also write independent stories about how they are responsible to themselves, how they are responsible at home, how they are responsible at school, and how they can be responsible about the environment. | | | | | | |
| **Accommodations for Differentiated Instruction** | | | | | | |
|  | **Resource Student** | | I have five resource students who will receive accommodations through me, my aid, the special education teacher, and the speech therapist. Students will be provided with accommodations such as shortened assignments, extended time, one on one instruction, and testing.  They will be given guidance when needed in all areas, especially in writing. | | | |
|  | **Nonnative English Speaker** | | N/A | | | |
|  | **Gifted Student** | | Gifted students will work on challenge activities that come with our series. They will also be able to show what they have learned by using classroom computers to take Accelerated Reading Tests on stories from our Big Books. These tests will be challenging for these gifted and higher performing students because the stories are read alouds that are above grade level. These students will also be able to demonstrate their knowledge of responsibility on writing assignments. Students will be asked open ended questions and they will be able to provide feedback through their writings and journal entries. As an extension, during workshop, these students will work cooperatively together to come up with their own “Seeing Reason” model (on paper) and present their findings to the class on our “Being Responsible Celebration Day”. | | | |
| **Materials and Resources Required For Unit** | | | | | | |

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| **Printed Materials** | SRA IMAGINE IT! Unit 3 – I am Responsible Teachers edition  I Am Responsible Big Book 1 and 2  Read Aloud: Manana Iguana |
| **Supplies** | None |
| **Technology -Hardware** | Computer and Smart Board |
| **Technology -Software** | Smart Software |
| **Internet Resources** | None |
| **Other Resources** | Students that I taught last year who are now in second grade will come speak to my class about the benefits of being a responsible student. They will explain how being responsible in first grade helped them to succeed. They will provide my class with reasons and examples. My students will have the opportunity to ask these second graders questions that they have about responsibility. They will learn different ways they can be responsible students. |

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